



I-002 Communication and Collaboration

Course-Embedded Internship Log - 2

Course Number: <i>EDLD 5326: School Community Relations</i>	Place of Activity Falls City ISD, Falls City , Tx	Time Spent on Activity <i>6 hours</i>
Description of the Activity	<i>Students develop a presentation to be given to key stakeholders in their school that emphasizes the importance of parental-community involvement to student achievement.</i> <i>Note: I verified with my instructor, Nancy Adams, this assignment is the outline of a presentation that can later be turned into a power point presentation. Not the actual power point presentation.</i>	
Personal Reflection/Learning: Focus reflection on the leadership skill. (Minimum of 150 Words)		

Week 4 Assignment: Stakeholder Presentation Outline: To complete this assignment, answer the questions provided. Then, complete the outline chart on the next page to organize your presentation to stakeholders.

Identify current or potential stakeholders you might invite to a presentation on your family-school-community partnership idea. Why should they be included in your audience?

The stakeholders that I would include in a presentation about the school-community partnership idea utilized for the week three assignment would include: School board members, site based decision committee members, Parent Teacher Organization members, parents of high school, junior high school, and elementary students at large, school administrators and staff, especially teachers of the subjects that will be tested first in the new STAAR assessment implementation. I think it would also be beneficial to invite a Regional or state STAAR specialist to the meeting, if the budget allows for the speaker fee.

The STAAR Specialist needs to be invited to provide credibility for teachers and parents about the new testing formats and to provide immediate answers to parents and teachers, if they have questions that were not answered in their recent STAAR training.

Teachers of the courses that will be tested need to be present in order to allow them to clarify any lingering questions they may have about the upcoming assessments by questioning the STAAR experts. Teachers also need to be present so they can answer parents' questions about modified classroom processes, curriculum changes, etc. that are geared specifically to helping their children acquire the knowledge and skills they will need to perform well on the new STAAR assessments. Teachers also need to be present to assure parents their children are in the care of caring, professional teachers who are working hard to ensure their children are successful.

Parents need to be present in order to learn about the curriculum changes the STAAR assessment will dictate and to learn how they might facilitate these changes at home. Parents also need to be present so that school administrators can determine whether or not parents are interested in attending training sessions to help them help their students improve the knowledge and skills that will be tested on the new STAAR assessments. If the interest justifies the training, parents need to be present in order to set acceptable

dates, times, and intervals for repeats of the training sessions.

Administrators need to be present so that parents and staff know they have the full support of the administration and so that the administration can answer questions directed in their areas of expertise. Also in order for them to understand parental concerns and the importance of directing funding to training for staff and parents in order to improve student achievement.

School board members need to be present in order to understand parental, staff, and administrative concerns, so that they understand the importance of allocating funds for training of staff and parents in order to improve student achievement. Also, as pointed out by Vincent and Johnson in their 1996 article entitled, *Critical issue: Implementing site-based management to support student achievement*, "As the district shares power with the schools, it also shares responsibility for student success. Centrally determined goals and standards are necessary if those empowered with decision-making authority are to be held accountable for their decisions.(4) In short, all stakeholder groups held accountable for student performance should be represented at meetings that will determine new directions, new initiatives, and/or changes in current processes.

Vincent, P., & Johnson, D. (1996). *Critical issue: Implementing site-based management to support student achievement*. North Central Regional Educational Laboratory. Washington, DC: Learning Points Associates. Retrieved January 22, 2009 from:
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/go700.htm>

How might your presentation sell stakeholders on your partnership proposal? What strategies do you envision using in your presentation that will help you state your position and secure stakeholders' support? What specific considerations will you emphasize to reach this audience?

- 1) I would emphasize that until the elementary campus provided parent training for the TAKS tests, student performance results were OK at recognized, but not exemplary. Once the subject teachers provided training to the parents to help them help their children at home (reinforce instructional methods used in the classroom), the scores improved so that both the high school and the elementary campus have had exemplary ratings for the last five years. Include the achievement tables in the Elementary and High School Campus Improvement Plans.
- 2) The processes and strategies students were taught in their early elementary reading and mathematics courses became the foundations that are still being utilized and enhanced by those same students now in junior high and high school as they continue to acquire the knowledge and skills they need to be successful in their high school courses and on high school assessments. i.e., teaching habits and skills that become tools for lifelong learning success.
- 3) We have a new generation of students and parents in today's elementary. This new crop of parents surely want to reinforce what teachers are teaching in order for their students to be as successful on STAAR assessments, as previous students have been where TAKS assessments are concerned.
- 4) The elementary is a Title I school; therefore, at least 1% of Title I funds should be available to provide limited funding (very small school district) for supplies and materials on the elementary campus. Rural initiative funds might be available to provide similar training to parents of junior high and high school students.
- 5) High School student council and NHS students can be solicited to provide volunteer babysitting for parents attending training meetings and perhaps as mentors for elementary students.
- 6) High School STAAR assessments will begin with End of Course assessments. Parents need to understand:
 - A) How these new tests will affect their children;
 - B) They need to be made aware of additional measures teachers are taking to ensure that all course materials are covered to the depth necessary for student success on these assessments;
 - C) How they can best help their students be successful, whether it is through ensuring

an environment conducive to studying, enlisting the aid of tutors, helping organize student study groups, and/or providing healthy snacks for students participating in study groups.

I would conclude by emphasizing that Falls City Elementary has an established history of excellence, teachers stand behind their motto, *Learning for all-Whatever it takes!* (downloaded from elementary CIMP), working together teachers and parents can insure this tradition of excellence continues. In this effort, it will take a united effort among all stakeholders to achieve student success on new, more rigorous testing instruments.

Falls City Elementary Campus Improvement plan, retrieved September 11, 2011, from:
http://www.fcisd.net/index.php?option=com_docman&task=doc_download&gid=1524&Itemid=102&lang=en.

Using the chart below, develop a detailed outline from which a slide or other presentation could be prepared that will introduce your proposed family-school-community partnership idea to potential stakeholders. You may use information from your Weeks 2 and 3 assignments to organize and format the outline for such a presentation. Below are suggested topics to help you get started.

Title of Family-School-Community Partnership Project

Falls City Parents for STAR STAAR achievers

I. Data-Evidenced Student Need

STAAR assessment implementation timeline.
AEIS data for most recent six years or tables from Elementary and High School CIMP's.
Performance trends for each student group.
Estimated performance data for each student group (if available).
Research based article quotes that emphasize student improvement when parents get involved in helping their students learn at home.

II. Benefits for Student Achievement

Provide excerpts from articles in this class and more recent articles that speak to parents not only providing home environments conducive to learning, but also becoming involved in actively helping their students learn the knowledge and skills they need to succeed.

Emphasize that Falls City Elementary teachers and parents have proven this process works because a similar parental education processes implemented in the past moved TAKS performance scores from recognized to exemplary. We know it works, we just have to modify what we have found to be successful in the past to accommodate additional knowledge and skills that will be assessed on the STAAR Assessments.

Students' daily grades and acquisition of new levels of knowledge and skills will improve as parents become involved in reinforcing new learning strategies at home.

Student performance on the STAAR assessment will maintain high performance ratings, hopefully continuing to earn recognized and exemplary performance on each assessment.

Students self image and self esteem will increase because they are successful in completing daily homework assignments, and because they perform at high, hopefully excellent levels on the STAAR assessments.

Campus performance levels will remain at exemplary levels maintaining the positive image of the school within the community, county, and state.

District performance levels will remain at exemplary levels maintaining the positive image of the district within the community, county, and state.

All stakeholders can claim a part in continued student success in daily classroom work and on mandatory statewide STAAR assessments. It is a community success.

III. Proposed Activities/Strategies

- A) Present project proposal to the Principal and Superintendent.
- B) Determine what parents need to know about STAAR.
(Teachers provide synopsis of subject related changes to teaching strategies.)
- C) Determine what/if funding is available for trainers (local teachers), outside trainers, and training materials to prepare parents to help their children master new STAAR objectives.
(Teachers/outside trainers will determine how parents can reinforce new learning strategies at home for their individual subject and create a lesson(s) to teach parents how to implement the reinforcement of new learning strategies at home.)
- D) Teachers will determine topics, and adopt a timeline for their presentations to parents.
- E) PTO will be solicited to determine their role in the process; perhaps, providing refreshments and funding of materials for learn at home kits, especially for science projects.
- F) NHS and Student council will be solicited for babysitting volunteers and volunteer student mentors for elementary students.
- G) Compose and distribute letter inviting parents to project organization meeting.
- H) Conduct project organizational meeting.
(Coordinate outside speakers and/or local teacher subject presentations with brief explanations of how parents can help their students at home. Offer parental training meetings, provide proposed training plans, solicit parent input for training meetings dates and times and help creating learn at home kits.
- I) Provide training meetings once a week for 6 weeks.
(Use simple evaluation surveys to determine how teachers can improve lessons for review later in the year and/or next year.)
- J) Monitor student performance, utilization of learn at home kits, parent questions about reinforcing learning strategies at home after trainings. Is there a sudden and/or steady increase in student grades on daily assignments and/or 6 weeks grades?
- K) Repeat trainings in January so they are finished prior to first writing tests in late February.
(Use simple evaluation surveys to determine how teachers can improve lessons for review later in the year and/or next year.)
- L) Monitor student performance, utilization of learn at home kits, parent questions about reinforcing learning strategies at home after trainings.
(Is there a sudden and/or steady increase in student grades on daily assignments and/or 6 weeks grades?
- M) Assess student performance with benchmark tests and the actual STAAR or TAKS assessments.
- N) Evaluate the level of student success based on existing TAKS standards or the number of items right vs items tested on the first STAAR assessment.
What was the average student % correct? Based upon results were the goals previously set realistic? When state sets passing % recommended and exemplary performance % how did our students compare?
- O) Set goals for next year based upon first year performance.
- P) Incorporate parents suggestions to improve training, if repeats are necessary.
- Q) Prepare to repeat the process in the next school year.

IV. Proposed Process for Planning and Implementation

Organize a team of teachers to:

- 1) Review Falls City Parents for Star STAAR Achievers skeleton plans.
- 2) Solicit their input and advice based upon previous experiences.
- 3) Solicit their input for teaching parents how to reinforce new STAAR learning objectives.
(Do they need additional PD? If so what do they need? When do they need it?
(Adjust projected timelines of initial parent trainings accordingly.)
- 4) Teacher leaders present results to administrators with requests for materials and/or additional training as well as tentative parent training format and timeline.
- 5) Administrators and teacher leaders determine tentative timelines for initial parent trainings, for what to supplies are needed for “learn at home kits.”
- 6) Administrators solicit PTO, NHS, student council for their participation, express a need for supplies in learn at kits and how many kits are needed, babysitting, and student tutoring. Administrators and these organizational leaders work out what can/can't be provided by each organization.
- 7) Once commitments are in place for these key stakeholders announce meeting to parents to solicit their participation, commitment, and suggestions for the project.
- 8) Carryout parent training meetings, with parent input for improvement the next time around.
- 9) Monitor student performance on daily homework, science and math projects, as well as parent input regarding reinforcing learning strategies being implemented at home;
- 10) Monitor student 6week report grades...do they indicate steady or sudden sustained improvement? If not what needs to be done to fix it? Add fix to January training meetings. Continue to monitor 6 week report grades.
- 11) Monitor student performance on statewide assessments # correct Vs items in year 1 – by August 2012 state performance levels will be set based upon the year 1 performance. Did students perform at levels that would have earned recommended or exemplary performance on 2012 assessments. If not what areas need to be addressed? Institute those changes to classroom instruction and parent reinforcement instruction for the 2012 – 2013 school year.

V. What You Want from Your Audience

Commitment from administrators, teachers, parents, and students to work together to make sure students are prepared to successfully complete daily lessons which will lead to successful performance on statewide assessments.

This entails...

Commitment from parents to attend implement to the best of their ability, the training they receive to help their children learn at home.

Commitment from teachers to develop training packets to teach parents how to reinforce learning strategies taught at school on homework.

Commitment from administrators to fund professional development for teachers, if necessary, training of parents.

Commitment from PTO to fund science and math learn at home kits, and perhaps provide refreshments for training sessions.

Commitment from NHS and Student council to provide babysitting to parents attending training meetings and for peer tutoring of younger students.

Week 4 Reflections:

I believe this project would serve to bolster student performance on daily assignments as well as on STAAR assessments. It will give all stakeholders a hand in ensuring the success of our students. As I read the assigned readings this week, I again found myself wondering what recent documents might say about Site based decision making processes and surely there must be current data to support their beneficial effect on school communities. I was moved to action and started searching the SEDL site for current information relevant to this topic. I found a couple of articles and a pertinent webinar that had been archived shortly after it was presented on August 18, 2011, regarding the evaluation of family engagement strategies. I wanted to be sure my plans included valid evaluation methods for this type of project, so I tried to watch the archived webinar. The webinar was presented by researchers involved in **the Harvard Family Research Project**. The volume died about 1/3 of the way through the presentation and although a transcript was promised, it has not yet been posted. I heard only a small segment, I was alarmed to learn that even seasoned researchers are having difficulty collecting useable data to evaluate the true effect of site based decision making processes on schools because school have not evaluated their programs or their effectiveness for a variety of reasons. These researchers, including the webinar panelists: Rebecca Maynard, *Commissioner*, National Center for Education Evaluation and Regional Assistance (NCEE), U.S. Department of Education; Kate Gill Kressley, Senior Research Associate, RMC Research Corporation; Eric Dearing, *Associate Professor of Applied Developmental Psychology*, Lynch School of Education, Boston College; Amy Aparicio Clark, *Project Director*, Education Development Center, Inc.; Kathleen Hoover-Dempsey, *Associate Professor of Psychology and Education*, Vanderbilt University are making an effort to instruct those within their realm of influence in easy methods to include evaluation into project planning and implementation from inception to finish so that it happens as a bi-product of pertinent data produced during the project, rather than as an afterthought when there is no almost way to collect useable data. According to the presenters listed above, it is critical that schools be able to provide data driven research to substantiate their claims that family, school, community projects are having positive effects on the students and communities they are designed to help. That was the point of the 8th webinar **in the Achieving Excellence and Innovation in Family, School, and Community Engagement series**, archived as part of a webinar series by the partners: U.S. Department of Education, United Way Worldwide, National Parent Teacher Association (PTA), and the Harvard Family Research Project.

Following additional links on the site to find the Logic Model the presenters introduced within the webinar, **Evaluating Family Engagement strategies: Addressing Measurement Challenges, moderated by** Founder and Director of the **Harvard Family Research Project**, Heather Weiss, eventually led to a fairly current article, published in 2009 that instructs readers, “**How to Develop a Logic Model For Districtwide Family Engagement strategies.**” The sample **Logic Model for Districtwide Family Engagement** included in that article actually fits my project well enough that I have considered adapting it to make a concise presentation to the Principal and Superintendent. I am including the sample as an Addendum to this assignment, in its entirety, to keep it close for implementation and in case it might prove useful to my instructors. Because this sample was developed for schools on the east coast, its developers include unions as stakeholders. Texas is a non-union state; therefore, during the adaptation process of this tool, references to union stakeholders will be left out. I will reflect more upon this Logic model and its revision to turn it into a suitable efficient tool for our district to use during the full development of this project, should I get permission to proceed.

This week’s lesson topic started simple, but got me into thinking about the big picture and how to do it “right”, especially when considering how to design effective evaluations in to the project. I gathered some very useful information about the topic in addition to the course readings provided.

Harvard Family Research Project (2011, August), **Evaluating Family Engagement strategies: Addressing Measurement Challenges**. Presented as the 8th webinar in the series **Achieving Excellence and Innovation in Family, School, and Community Engagement** series, retrieved, September 11, 2011, from http://www.nationalpirc.org/engagement_webinar/archive-webinar8.html

Addendum:

Sample Logic Model for a Districtwide Family Engagement Strategy		
(1) Goals		
<ul style="list-style-type: none"> - Children and youth are better prepared for post-secondary success. - Family members are wise consumers and active partners in their child's education. - Schools are transformed, high-performing, and accountable institutions. - The school district has a systemic and co-constructed family engagement strategy. 		
(2) Inputs	(3) Activities	(4) Outcomes
Shared vision for family engagement Family engagement connected to student learning Strategic investments in programming and staff Robust communication systems Evaluation for accountability and continuous learning	Foster district-wide strategies <ul style="list-style-type: none"> - Align family engagement with district learning goals and standards - Create a well-staffed office for family engagement - Include family engagement in classroom, school, and district performance measures Build school capacity <ul style="list-style-type: none"> - Provide ongoing professional development opportunities for family engagement to all staff - Hire family and community liaisons - Implement school-based action teams for family engagement - Create mechanisms for administrators and educators to share lessons learned Reach out to and engage families <ul style="list-style-type: none"> - Create feedback loops with families to plan, implement, and assess activities - Provide leadership and skills development training to families - Create data systems that collect and share information with families 	Short-term outcomes <ul style="list-style-type: none"> - Increased awareness about the importance of family engagement (D, S, F) - Increased awareness about rights and opportunities for family engagement (D, S, F) - Improved attitudes for shared responsibility, role efficacy, and coordination of family engagement (D, S, F) - More knowledge and skills about strategies for family engagement (D, S, F) - More knowledge of strategies and resources to support student learning (S, F) - Better understanding of child academic progress, strengths, and weaknesses (S, F) Interim outcomes <ul style="list-style-type: none"> - Improved home-school communication and family-school staff relationships (S, F) - Better home environment and parenting to support learning (F) - Improved parent-child relationships (F, C) - Improved school culture, including trust among staff (S) - More participation and use of programs and resources that support student learning (C) Long-term outcomes <ul style="list-style-type: none"> - Improved work habits and motivation (C) - Increased school attendance (C) - More enrollment in more challenging courses (C) - Smoother transitions across schools and grades (C) - Increased student achievement (C) - Decreased likelihood to engage in high risk behaviors (C)
(5) Performance Measures		
Measures of effort (selected examples) # of hours of professional development/training provided # of participants that attended PD/training events # of hits to district family involvement website # of new school and district family engagement hires % of participants reporting that trainings were useful % of schools in compliance with all Title I requirements		Measures of effect (selected examples) % of participants reporting that they gained new skills to enable better family engagement % of family members reporting more literacy activity at home % increase in attendance at parent-teacher conferences Changes in school/district policies that promote family engagement % change in student attendance at participating schools

D-district/district staff outcome; S-school/school staff outcome; F-family/home outcome; C-Child or student outcome

Westmoreland, H., Lopez, M., Rosenberg, H. (2009) *How to Develop a Logic Model for Districtwide Family Engagement Strategies*, FINE Newsletter, I(4), pp1-10., Retrieved September 11, 2011, from <http://www.hfrp.org/family-involvement/publications-resources/how-to-develop-a-logic-model-for-districtwide-family-engagement-strategies>